

ELA 9 Curriculum 2025-2026					
Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment	Writing
Q1 (Sept-Nov.) Unit 1: Coming of Age Novel <i>True Grit</i> <i>The Outsiders</i> <i>Great Expectations</i> Independent Paired Reading (Student Choice): <ul style="list-style-type: none"> • <i>Perks of Being a Wallflower</i> (Stephen Chbosky) – <i>questionable content</i> • <i>Looking for Alaska</i> (John Green) – <i>questionable content</i> • <i>The Giver</i> (Lowry) • <i>Dear Martin</i> • <i>Darius the Great is Not Okay</i> • <i>Holes</i> • <i>A Separate Peace</i> • <i>Long Way Down</i> • <i>The House on Mango Street</i> 	<i>How do socio-economic stereotypes and prejudices within a given society affect the individual?</i> <i>What does it mean to belong? Are we mostly different from each other or mostly alike?</i> <ul style="list-style-type: none"> • Read for comprehension: literal and critical. • Construct identity maps. • Construct moral universes. • Identify historical context. • Identify symbolism. • Identify foreshadowing. • Identify societal conflicts. • Construct literary analysis. NEW GENERATION ELA STDS: Reading: Literature/Informational R.1,R.2,R.3,R.4,R.6,R.9 Writing: W.1,W.2,W.4,W.5 Speaking/Learning: SL.1 Presentation of Knowledge/Ideas:	<i>True Grit</i> – class set <i>The Outsiders</i> – class set <i>Great Expectations</i> (PBS Film) I-pads Notebook Reader Response Journals Supplemental Texts: <i>commonlit.org</i> Informational texts: “Herd Behavior” CommonLit, Staff (2014) “Self-Concept” Saul McLeod (2008) <i>Grit: The Power of Perseverance</i> , Chapter 1, Angela Duckworth “Do You Have True Grit?” Suzanne Phillips, Psy.D., ABPP Poetry: “We Real Cool” Gwendolyn Brooks (1961) “Nothing Gold Can Stay” Robert Frost (1923) “what love isn’t” Yrsa Daley-Ward (2014) “The Summer I Was Sixteen” Geraldine Connolly	Tier 3 Characterization Conflict Setting Point-of-view Connotative Denotative Theme Foreshadowing Plot Sequence Literal Figurative Metacognitive Irony Metaphor Simile Personification Allusion Hyperbole Symbolism Idiom euphemism Tier 2 rough premonition nonchalant aloof rueful implore fiend falter grit resilience	<ul style="list-style-type: none"> • Daily formative assessments • Reading Response Journal writing • Constructed responses to literature • Constructed responses to informational text • Discussion responses • Literal/Critical comprehension activities • Chapter Quizzes • Vocabulary manipulative activities • Summative Unit Assessment: Literary Analysis Essay: Theme 	<ul style="list-style-type: none"> • Various writing activities embedded in daily lessons e.g. journal writing, response to literature; argumentative responses; short response • Compare/Contrast essay (connecting across texts) • Summative Unit Assessment: Literary Analysis Essay: Theme

	<p>SL.4,SL.5,SL.6 Knowledge of Language: L.3 Vocabulary Acquisition/Use L.4,L.5,L.6,</p>	<p>“Because it looked hotter that way” Camille T. Dungy</p> <p>Films: <i>Eagle Eddie</i> (Dexter Fletcher, 2015) <i>The Outsiders</i> (Francis Ford Coppola, 1983) <i>Great Expectations</i> (PBB, 2012) <i>True Grit</i> (Joel and Ethan Coen, 2010) <i>True Grit</i> (Henry Hathaway, 1969)</p>	<p>haggle commute pragmaticism machoism carpetbagger</p>		
<p>Q2 (Nov.-Dec.) Unit 2: Argumentative Writing - Societal issue TBD</p>	<p><i>How does research inform our position on a societal issue? How do I determine if a source is credible? How do I persuasively argue a position using ethos, logos and pathos?</i></p> <ul style="list-style-type: none"> • Conduct research on a societal issue. • Identify credible sources. • Formulate a research-based position. • Construct an argumentative essay. • Delineate an argument. • Analyze political cartoons to identify 	<ul style="list-style-type: none"> • Reading Response Journals Informational text set • I-pads • Laptops • OneNote • PowerPoint Lesson Slides • GALE database • <i>New York Times</i> • Delineating an argument chart (NYSED) • CRAAP scorecards • <i>Noodle Tools</i> 	<p>Tier 3: Perspective Claim Text-based evidence Argument Premise Counterclaim Logic Implication Societal issue Citation, In-text Citation MLA</p> <p>Tier 2: ethos pathos logos</p>	<ul style="list-style-type: none"> • Daily formative assessments : quizzes, journal writing, do now/bellringer activities • Constructed responses to informational text • Discussion responses 	<ul style="list-style-type: none"> • Constructed responses to informational text • Deconstruction of scholarly research to extract premises • Discussion responses • Daily drafts of argument essay, chunked into essay sections • Daily feedback; one-on-one conferences. • Revision/Editing • Summative Assessment:

	<p>positions on societal issue</p> <p>NEW GENERATION ELA STDS: Reading: Informational RI.1,RI.2, RI.3, RI.4, RI.5, RI.6 Integration of Knowledge/Ideas RI.7, RI.8, RI.9 Writing/Text Types W.1 Speaking/Learning: SL.1 Knowledge of Language: L.3 Vocabulary Acquisition/Use</p>		evidence credible relevant database		<ul style="list-style-type: none"> • 5-paragraph argumentative Essay and portfolio
<p>Q3 (Jan.-Mar.) <u>Unit 3: Dystopian Literature</u> <i>Lord of the Flies</i> <i>Divergent</i></p> <p>Whole Class Paired Text: <i>Divergent</i> (Veronica Roth)</p> <p>Independent Paired Texts: Student choice</p> <ul style="list-style-type: none"> • <i>Gone</i> • <i>Hunger Games</i> • <i>The Giver</i> • <i>Hatchet</i> 	<p><i>What is the inherent nature of humans? How tenable is the civilized self? What conditions make good people do bad things? When are we vulnerable to mob mentality?</i></p> <p>NEW GENERATION ELA STDS: Reading: Literature/Informational R.1, R.2, R.3, R.4, R.6, R.9 Writing: W.1, W.2, W.4, W.5 Speaking/Learning: SL.1 Presentation of Knowledge/Ideas: SL.4, SL.5, SL.6 Knowledge of Language: L.3</p>	<p><i>Lord of the Flies</i> – class set Reading Response Journal Informational texts I-pads Notebook MS TEAMS</p> <p>Supplemental Texts: commonlit.org Informational Text: “What Makes Good People Do Bad Things” Melissa Dittmann (2004) “Bullying in Early Adolescence” Dorothy L. Espelage (2002) “The Madness of Society: Tribalism” Marcelo Gleiser for (NPR 2016)</p>	<p>Tier 3: dystopian irony characterization conflict Setting Point-of-view Connotative denotative theme foreshadowing plot sequence literal figurative metacognitive irony metaphor Simile Personification Allusion Irony Metaphor</p>	<ul style="list-style-type: none"> • Daily formative assessments • Reading Response Journal writing • Constructed responses to literature • Constructed responses to informational text • Discussion responses • Literal/Critical comprehension activities • Chapter Quizzes • Vocabulary manipulative activities 	<ul style="list-style-type: none"> • Various writing activities embedded in daily lessons e.g. journal writing, response to literature; argumentative responses; short response • Compare/Contrast essay (connecting across texts: <i>Divergent and Lord of the Flies</i>) • Summative Unit Assessment: Literary Analysis Essay: Symbolism

	<p>Vocabulary Acquisition/Use L.4, L.5, L.6</p>	<p>Short Story: “The Lottery” – Shirley Jackson (1948)</p> <p>Poetry: “Hope is the Thing with Feathers” Emily Dickinson “Utopia” Wislawa Szymborska “Utopian” Alicia Ostriker</p> <p>Films: <i>Lord of the Flies</i> (1960) <i>Divergent</i> (2014) <i>2001: A Space Odyssey</i> (1968) - excerpt</p>	<p>Personification Simile Alliteration Apostrophe Allegory symbolism foreshadowing litotes</p> <p>Tier 2 indignantly contemptuous savage dirty furtive inherent civilized faction divergent</p>		
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<p>Q4 (Apr.-June) Unit 5: Drama through Film <i>1.Romeo and Juliet</i> <i>2.The Importance of Being Ernest</i> <i>3.A Raisin in the Sun</i></p> <p>Whole Class Paired Reading: <ul style="list-style-type: none"> • <i>Son of the Mob</i> (Gordon Korman, 2002) </p>	<p><i>R&J: What are the consequences of rash decisions? Is it fate or free choice? Is there truly “love at first sight”? What are the consequences of “good intentions”?</i></p> <p><i>The Importance of Being Ernest: What effect does societal hypocrisy have on the individual? What is the consequence of posing? What defines reality? Who has power?</i></p> <p><i>A Raisin in the Sun: How does one continue to have hope after dreams are deferred?</i></p> <p>NEW GENERATION ELA STDS: Reading: Literature/Informational R.1, R.2, R.3, R.4, R.6, R.9 Writing: W.1, W.2, W.4, W.5 Speaking/Learning: SL.1 Presentation of Knowledge/Ideas: SL.4, SL.5, SL.6 Knowledge of Language: L.3 Vocabulary Acquisition/Use L.4, L.5, L.6</p>	<p><i>Romeo and Juliet</i> - bound digital text Drama Class Sets/scripts Reader Response Journal</p> <p>Movies: <i>Romeo + Juliet</i> (Baz Luhrmann, 1996) <i>The Importance of Being Ernest</i> (Oliver Parker, 2002) <i>A Raisin in the Sun</i> (Daniel Petrie, 1961)) <i>Warm Bodies</i> (2013)</p> <p>Supplemental Texts: Commonlit.org Informational Text R&J: “Should We Scoff at Love at First Sight?” by James Kuzner (2018) “Fear Prompts Teens to Act Impulsively” Laura Sanders (2013) IOBE: “The Rise and Fall of Class in Britain” David Cannadine RIS: “High Incomes Don’t Bring Happiness” Caitlin Kenney (2010)</p> <p>Poetry IOB: “On The Importance Of Being Earnest” (Franklin Pierce Adams)</p>	<p>Tier 3 Drama Acts Scene Line Tragedy Catastrophe Sonnet Soliloquy Aside Foreshadowing Freytag’s Structure climax paradox comedy satire euphemism pun</p> <p>Tier 2 rancor violent apothecary civil wherefore fate destiny astrology duplicity trickster earnest</p>	<ul style="list-style-type: none"> • Daily formative assessments • Constructed responses to literature • Constructed responses to informational text • Discussion responses • Literal/Critical comprehension activities • Chapter Quizzes • Vocabulary manipulative activities 	<ul style="list-style-type: none"> • Various writing activities embedded in daily lessons e.g. journal writing, response to literature; argumentative responses; short responses • Summative Unit Assessment: Critical Lens Essay
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